

Montana Content Chart

	Standards	Grade
	Standard 1-Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.	<ol style="list-style-type: none"> 1. Identify and practice the steps of an inquiry process (e.g., ask a question or problem, locate and evaluate information, synthesize information, create a new product or process). [TE - 5.4.2]. LM - 1.4.1. ML - 1.4.1; 5.4.1; 5.4.2; 5.4.3; 5.4.4. [WR - 6.4.1]. 2. Evaluate information quality (e.g., accuracy, bias, reliability, fiction). [TE - 5.4.2]. LM - 1.4.4. ML - 1.4.4. RE - 5.4.4. 3. Use information to support statements and decision making strategies in real world situations (e.g., playground and classroom rules, recycling). LM - 1.4.5. ML - 4.4.3. RE - 1.4.2; 1.4.4;
	Standard 2-Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.	<ol style="list-style-type: none"> 1. Explain the purpose and various levels of government. [WR - 6.4.3]. 2. Recognize local, state, tribal and federal representative leaders at these levels (e.g., mayor, governor, senator, president). 3. Identify the major responsibilities of local, state, tribal and federal government.

Content Standards for Social Studies

Grade 4	Grade 8	
<p>steps of an inquiry process (i.e., identify and evaluate potential resources, gather and create a new product, and evaluate product and process). [TE - 5.8.2]. LM - 1.8.1. ML - 1.8.1; 4.4.3. RE - 4.4.2; 6.4.1].</p> <p>...y (e.g., accuracy, relevance, fact or fiction). [TE - 5.8.2]. LM - 1.8.4. ML - 1.8.1; 2.4.1; 4.4.2; 4.4.3.</p> <p>statements and practice basic group decision making strategies to solve problems in real world situations (e.g. class elections, community projects, conflict resolution, role playing scenarios). [TE - 5.8.2]. LM - 1.8.5. ML - 1.8.1; 4.8.2. RE - 1.8.2; 1.8.4; 5.8.5. [WR - 6.8.3].</p>	<p>1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). [TE - 5.8.2]. LM - 1.8.1. ML - 1.8.1. RE - 4.8.3; 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5. [WR - 6.8.1].</p> <p>2. Assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author). [TE - 5.8.2]. LM - 1.8.4. ML - 1.8.1; 2.8.1; 4.8.2. RE - 5.8.3.</p> <p>3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g. school elections, community projects, conflict resolution, role playing scenarios). [TE - 5.8.2]. LM - 1.8.5. ML - 1.8.1; 4.8.2. RE - 1.8.2; 1.8.4; 5.8.5. [WR - 6.8.3].</p>	<p>1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). [TE - 5.8.2]. LM - 1.8.1. ML - 1.8.1. RE - 4.8.3; 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5. [WR - 6.8.1].</p> <p>2. Assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author). [TE - 5.8.2]. LM - 1.8.4. ML - 1.8.1; 2.8.1; 4.8.2. RE - 5.8.3.</p> <p>3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g. school elections, community projects, conflict resolution, role playing scenarios). [TE - 5.8.2]. LM - 1.8.5. ML - 1.8.1; 4.8.2. RE - 1.8.2; 1.8.4; 5.8.5. [WR - 6.8.3].</p>
<p>...rious levels of government.</p> <p>...al and federal governments and identify their powers and responsibilities (e.g., mayor, governor, chairperson, judge, legislator, etc.). [TE - 5.8.2]. LM - 1.8.4. ML - 1.8.1; 2.4.1; 4.4.2; 4.4.3.</p> <p>...ibilities of local, state, tribal and federal governments and identify their powers and responsibilities (e.g., mayor, governor, chairperson, judge, legislator, etc.). [TE - 5.8.2]. LM - 1.8.4. ML - 1.8.1; 2.4.1; 4.4.2; 4.4.3.</p>	<p>1. Describe the purpose of government and how the powers of government are acquired, maintained and used. [WR - 6.8.3].</p> <p>2. Identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government). [WR - 6.8.3].</p> <p>3. Identify the significance of tribal sovereignty and Montana tribal government.</p>	<p>1. Describe the purpose of government and how the powers of government are acquired, maintained and used. [WR - 6.8.3].</p> <p>2. Identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government). [WR - 6.8.3].</p> <p>3. Identify the significance of tribal sovereignty and Montana tribal government.</p>

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Upon Graduation		
m, n, M - 3.1]. point	<ol style="list-style-type: none"> 1. Analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). [TE - 5.12.2]. LM - 1.12.1. ML - 2.12.1; 4.12.1. RE - 5.12.1; 5.12.2; 5.12.3; 5.12.4. [WR - 6.12.1]. 2. Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas). [TE - 5.12.2]. LM - 1.12.4. ML - 1.12.1; 2.12.1; 4.12.2. RE - 4.12.2; 5.12.3; 5.12.4. 3. Synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g. elections, judicial proceedings, economic choices, community service projects). LM - 1.12.5. ML - 1.12.1; 2.12.1; 2.12.2. RE - 1.12.1; 1.12.4; 4.12.4; 4.12.6. [WR - 6.12.3; 6.12.4]. 	
ment ited l, state, vern-	<ol style="list-style-type: none"> 1. Analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, Bill of Rights, court decisions). [WR - 6.12.3]. 2. Compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States. [WR - 6.12.3]. 3. Identify representative political leaders and philosophies from selected 	

1 Studies

authority and governance to understand the operation of government and to demonstrate civic responsibility.

2. Recognize local, state, tribal and federal representative leaders at these levels (e.g., son, president).
3. Identify the major responsibilities of local government.
4. Explain how governments provide for citizens by establishing order and security and maintaining public safety. [\[WR - 6.4.3\]](#).
5. Identify and explain the individual's responsibilities to self, family, community, and the rights of others. [WP - 4.4.1](#). [\[WR - 6.4.3\]](#).
6. Describe factors that cause conflict and cooperation among individuals and groups (e.g., play, conflict, listening skills, taking turns). [\[WR - 6.4.3\]](#).
7. Explore the role of technology in communication, information processing or other areas as it relates to resolve problems. [TE - 4.4.3](#). [ML - 1.4.1](#).

Standard 3-Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

1. Identify and use various representations of the world (e.g., globes, photographs, latitude and longitude). [ML - 1.4.1](#); [2.4.1](#).
2. Locate on a map or globe physical features (e.g., mountain ranges, land forms) natural features (e.g., cities, states, national boundaries).
3. Describe and illustrate ways in which physical environment (e.g., land use, location, design of construction, design of shelters). [ML - 3.4.1](#); [\[WR - 4.4.3; 6.4.4\]](#).
4. Describe how human movement and settlement patterns reflect wants and needs of diverse cultures. [\[WR - 6.4.3\]](#).
5. Use appropriate geographic resources (e.g., maps, charts, grid systems, technology, graphs, models) to understand about local communities, reservations, Mo'orea, and the world. [LM - 4.4.1](#). [MA - 6.4.2](#). [ML - 4.4.6](#).
6. Identify and distinguish between physical and human factors that influence seasons, climate, weather, water cycle, natural resources, and the social and economic effects of these changes.
7. Describe and compare the ways in which different parts of the world interact with their physical environment. [\[WR - 6.4.4\]](#).

Standard 4-Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

1. Identify and use various sources of information (e.g., diaries, photographs, charts, biographies, primary sources) to develop an understanding of the past. [A - 1.4.1](#); [2.4.1](#). [RE - 4.4.6](#); [5.4.2](#). [WL - 4.1.3](#).
2. Use a timeline to select, organize, and sequence events and eras in history.
3. Examine biographies, stories, narratives, and other sources that describe the lives of ordinary people and extraordinary people.

<p>l and federal governments and identify levels (e.g., mayor, governor, chairper-</p> <p>bilities of local, state, tribal and federal</p> <p>provide for needs and wants of people rity and managing conflict. ML - 4.4.1.</p> <p>individual's responsibilities to family, peers need for civility, respect for diversity 4.4.1. [WR - 6.4.3].</p> <p>conflict and contribute to cooperation (e.g., playground issues, misunderstand- ns). [WR - 6.4.3].</p> <p>ogy in communications, transportation, er areas as it contributes to or helps ML - 1.4.1.</p>	<p>2. Identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government). [WR - 6.8.3].</p> <p>3. Identify the significance of tribal sovereignty and Montana tribal govern- ments' relationship to local, state and federal governments. [WR - 6.8.3].</p> <p>4. Analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security. [WR - 6.8.3].</p> <p>5. Identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule). [WR - 6.8.3].</p> <p>6. Explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements). [WR - 6.8.3].</p> <p>7. Explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements. TE - 4.8.1; 4.8.3; 4.8.4. [LM - 2.8.2]. [WR - 6.8.3].</p>	
<p>representations of the Earth (e.g., maps, ad longitude, scale). MA - 5.4.2.</p> <p>physical features (e.g., continents, oceans, atural features (e.g., flora, fauna) and es, national borders). ML - 1.4.1.</p> <p>in which people interact with their d use, location of communities, methods ers). ML - 3.4.1. WP - 2.4.6.</p> <p>ment and settlement patterns reflect the ures. [WR - 4.4.3; 6.4.4].</p> <p>resources (e.g., atlases, databases, y, graphs, maps) to gather information ations, Montana, the United States, and 4.2. ML - 1.4.1; 2.4.1. RE - 4.4.3;</p> <p>between physical system changes (e.g., r cycle, natural disasters) and describe of these changes.</p> <p>ays in which people in different regions physical environments. [WR - 4.4.3;</p>	<p>1. Analyze and use various representations of the Earth (e.g., physical, topo- graphical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place. ML - 1.8.1; 2.8.1.</p> <p>2. Locate on a map or globe physical features (e.g., continents, oceans, moun- tain ranges, land forms) natural features (e.g., flora, fauna), and human fea- tures (e.g., cities, states, national borders) and explain their relationships within the ecosystem. ML - 1.8.1.</p> <p>3. Analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana. WP - 2.8.6. [WR - 6.8.4].</p> <p>4. Explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict. [WR - 6.8.4].</p> <p>5. Use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density). LM - 4.8.1. MA - 5.8.1. ML - 1.8.1; 2.8.1. RE - 4.8.3; 4.8.7.</p> <p>6. Describe and distinguish between the environmental effects on the earth of short term physical changes, (e.g., floods, droughts, snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciation). [WR - 6.8.4].</p> <p>7. Describe major changes in a local area that have been caused by human beings (e.g., a new highway, a fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment. [WR - 6.8.4].</p>	
<p>sources of information (e.g., artifacts, ographies, paintings, architecture, songs) the past. AR - 5.4.1. LM - 4.4.1. ML - WL - 4.I.3; 4.I.4.</p> <p>anize, and sequence information describ-</p> <p>s, narratives, and folktales to understand d extraordinary people, place them in</p>	<p>1. Interpret the past using a variety of sources (e.g., biographies, documents, diaries, eye-witnesses, interviews, internet, primary source material) and evaluate the credibility of sources used. LM - 4.8.1; 4.8.3. ML - 1.8.1; 2.8.1. RE - 4.8.7; 5.8.2.</p> <p>2. Describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues). AR - 5.8.1. [WR - 6.8.3].</p> <p>3. Use historical facts and concepts and apply methods of inquiry (e.g.,</p>	

(e.g., checks and balances, Bill of Rights, court decisions). [WR - 6.12.3].

2. Compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States. [WR - 6.12.3].
3. Identify representative political leaders and philosophies from selected historical and contemporary settings.
4. Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments. [WR - 6.12.3].
5. Analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society. [WR - 6.12.3].
6. Analyze the impact of the Constitution, laws and court decisions on the rights and responsibilities of citizens. ML - 2.12.2; 4.12.3. [WR - 6.12.3].
7. Analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television). TE - 4.12.3. [LM - 2.12.2]. [WR - 6.12.3].
8. Analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society. [WR - 6.12.3].

1. Interpret, use and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models). ML - 1.12.1; 2.12.1; 4.12.1. [WR - 6.12.3; 6.12.4].
2. Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population). ML - 2.12.1. [WR - 6.12.3; 6.12.4].
3. Assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution). [WR - 6.12.3; 6.12.4].
4. Analyze how human settlement patterns create cooperation and conflict which influence the division and control of the earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights). WP - 2.12.6. [WR - 6.12.3; 6.12.4].
5. Select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes. LM - 4.12.1. MA - 6.12.3. ML - 1.12.1. RE - 4.12.3; 4.12.4; 4.12.7. [WR - 6.12.3; 6.12.4].
6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources). [WR - 6.12.3; 6.12.4].
7. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches). [WR - 6.12.3; 6.12.4].

1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States. LM - 4.12.1. ML - 1.12.1; 2.12.1; 4.12.1; 4.12.2. RE - 4.12.6; 4.12.7; 5.12.2.
2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other. AR - 5.12.6. ML - 2.12.1. WP - 2.12.6. [WR - 6.12.3]. WL - 4.III.4.
3. Apply ideas, theories, and methods of inquiry to analyze historical and

Social

future perspectives and relationships.

1. Use a timeline to select, organize, and s
ing eras in history.
3. Examine biographies, stories, narrative
the lives of ordinary people and extraordin
time and context, and explain their relation
events. [ML - 2.4.1.](#) [RE - 1.4.2;](#) [4.4.4.](#)
4. Identify and describe famous people, in
(e.g., democracy, freedom, justice) symbol
flags, state flower) and holidays, in the his
Indian tribes, and the United States. [WP](#)
5. Identify and illustrate how technologies
history (e.g., energy, transportation, comm
[3.4.1;](#) [4.4.2.](#) [SC - 6.4.1;](#) [6.4.2.](#) [[WR - 6.4.4](#)
6. Recognize that people view and report
[RE - 4.4.4;](#) [5.4.3.](#) [[WR - 6.4.4.](#)
7. Explain the history, culture, and curren
Indian tribes in Montana and the United S

Standard 5-Students make informed decisions based on an understanding of the economic principles of distribution, exchange, and consumption.

1. Give examples of needs and wants; scar
ing of allowance, trading cards).
2. Identify basic economic concepts (e.g.,
that explain events and issues in the comm
3. Distinguish between private goods and
local restaurant) and public goods and serv
system or U.S. Postal Service).
4. Describe how personal economic decisi
buy, what to recycle, how much to contribu
the lives of people in Montana, United Stat
[WP - 2.4.6.](#) [[WR - 6.4.3.](#)
5. Explain the roles of money, banking, an
[ML - 3.4.1.](#) [WP - 1.4.2.](#) [[WR - 6.4.3.](#)
6. Identify and describe examples in which
have affected economic conditions (e.g., as
internet, media advertising). [TE - 4.4.3.](#) [M](#)

Standard 6-Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

1. Identify the ways groups (e.g., families,
social organizations, sports) meet human n
belonging, self worth, personal safety) and
tity. [WP - 2.4.6;](#) [4.4.1.](#)
2. Describe ways in which expressions of
language, spirituality, stories, folktales, mu
[5.4.3;](#) [5.4.4;](#) [5.4.5;](#) [6.4.4.](#) [LT - 5.4.1.](#) [RE -](#)
[WP](#) [2.4.6.](#) [WL - 4.1.1.](#) [[WR - 6.4.3.](#)

<p>ize, and sequence information describing, narratives, and folktales to understand extraordinary people, place them in their relationship to important historical events; 4.4.4.</p> <p>people, important democratic values (e.g., Montana and U.S. symbols in the history of Montana, American states. WP - 2.4.6. [WR - 6.4.4].</p> <p>technologies have impacted the course of history, communications). ML - 2.4.2; [WR - 6.4.4].</p> <p>and report historical events differently.</p> <p>and current status of the American United States. [WR 6.4.4].</p>	<p>2. Describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues). AR - 5.8.1. [WR - 6.8.3].</p> <p>3. Use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens. ML - 2.8.1. RE - 1.8.2; 1.8.4; 4.8.6. [WR - 6.8.3].</p> <p>4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history. ML - 4.8.3. WP - 2.8.6. [WR - 6.8.3].</p> <p>5. Identify major scientific discoveries and technological innovations and describe their social and economic effects on society. ML - 3.8.1. SC - 6.8.1; 6.8.2.</p> <p>6. Explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women's Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians. RE - 5.8.3. [WR - 6.8.3].</p> <p>7. Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States. [WR - 6.8.3]</p>	
<p>wants; scarcity and choice (e.g., budgeting concepts (e.g., supply and demand, price) in the community.</p> <p>goods and services (e.g., family car or roads and services (e.g., interstate highway</p> <p>economic decisions, (e.g., deciding what to contribute to people in need) affect United States, and the world.</p> <p>banking, and savings in everyday life. [WR - 6.4.3].</p> <p>les in which science and technology (e.g., assembly line, robotics, [WR - 4.4.3. ML - 4.4.3. [WR - 6.4.3].</p>	<p>1. Identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services). [WR - 6.8.3].</p> <p>2. Apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns. [WR - 6.8.3].</p> <p>3. Compare and contrast the difference between private and public goods and services. [WR - 6.8.3].</p> <p>4. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment). ML - 4.8.2. WP - 2.8.6. [WR - 6.8.3].</p> <p>5. Explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, and governments). WP - 1.8.2. [WR - 6.8.3].</p> <p>6. Analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies. TE - 4.8.3. [WR - 6.8.3].</p>	
<p>g., families, faith communities, schools, meet human needs and concerns (e.g., safety) and contribute to personal identity.</p> <p>pressions of culture influence people (e.g., folktales, music, art, dance). AR - 5.4.2; 5.4.1. RE - 4.4.4. WL - 4.1.1. [WR - 6.4.3].</p>	<p>1. Compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity. ML - 3.8.1. WP - 2.8.6. [WR - 6.8.3].</p> <p>2. Explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture. AR - 5.8.1; 5.8.3; 5.8.4; 5.8.6. LT - 1.8.1. RE - 4.8.4; 5.8.4. WP - 2.8.6. [WR - 6.8.3].</p>	

<p>Criteria ct, e 4; es ana, 8.6. nd e nty, ted</p>	<p>2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other. AR - 5.12.6. ML - 2.12.1. WP - 2.12.6. [WR - 6.12.3]. WL - 4.III.4.</p> <p>3. Apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues. ML - 4.12.1; 4.12.2. RE - 1.12.2; 1.12.4; 4.12.6. WP - 2.12.6. [WR - 6.12.3].</p> <p>4. Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world. AR - 5.12.1. WP - 2.12.6. [WR - 6.12.3].</p> <p>5. Analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position. ML - 3.12.2; RE - 1.12.4. [WR - 6.12.3].</p> <p>6. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future. SC - 6.12.1; 6.12.2. [WR - 6.12.3].</p> <p>7. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts). RE - 5.12.1. [WR - 6.12.3].</p> <p>8. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction). [WR - 6.12.3].</p>
<p>produc- defla- ns, and s and co- 8.2. vest, , 6.8.3]. ry,</p>	<p>1. Analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems. [WR - 6.12.3].</p> <p>2. Use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time. [WR - 6.12.3].</p> <p>3. Assess the costs and benefits to society of allocating goods and services through private and public sectors. [WR - 6.12.3].</p> <p>4. Compare and contrast how values and beliefs influence economic decisions in different economic systems. [WR - 6.12.3].</p> <p>5. Explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies). [WR - 6.12.3].</p> <p>6. Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, Medicare, other entitlement programs) and on the lives of the individuals and families in Montana, United States and the world (e.g., international trade, space exploration, national defense). TE - 4.12.3. ML - 2.12.2. [WR - 6.12.3].</p>
<p>ethnic e.g., litera- level- 1.8.1.</p>	<p>1. Analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity. WP - 2.12.6. [WR - 6.12.3].</p> <p>2. Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture. AR - [3.12.2]; 5.12.6. RE - 1.12.3; 4.12.5; 5.12.4. WP - 2.12.6. [WR - 6.12.3].</p> <p>3. Analyze the impact of ethnic, national and global influences on specific</p>

2. Describe ways in which expressions of language, spirituality, stories, folktales, mu
5.4.3; 5.4.4; 5.4.5; 6.4.4. LT - 5.4.1. RE -
WP - 2.4.6. WL - 4.I.1. [WR - 6.4.3].
3. Identify and describe ways families, gro
influence the individual's daily life and per
4. Identify characteristics of American Ind
groups in Montana. AR - 5.4.2. ML - 3.4.
5. Identify examples of individual struggle
contributions (e.g., Sitting Bull, Louis Riel
Cameron, Helen Keller, Mohandas Gandhi
6. Identify roles in group situations (e.g., s
member).

LEGEND:

This chart illustrates the “explicit” and “implicit” ov
standards with minor adjustments.

Content Code:

AR - Arts (dark pink)

HE - Health

ML - Media Literacy (blue)

RE - Reading

TE - Technology (purple)

WP - Workp

User Code:

SS 1.4.2 = Social Studies, Standard 1, Grade 4, 1



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expressions of culture influence people (e.g., folktales, music, art, dance). **AR - 5.4.2; 5.4.1. RE - 4.4.4. WL - 4.I.1. 6.4.3].**

families, groups, tribes and communities life and personal choices. **[WR - 6.4.3].**

American Indian tribes and other cultural groups. **ML - 3.4.1.**

struggles and their influence and Louis Riel, Chief Plenty Coups, Evelyn Sells, Mahatma Gandhi, Rosa Parks).

relationships (e.g., student, family member, peer

2. Explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture. **AR - 5.8.1; 5.8.3; 5.8.4; 5.8.6. LT - 1.8.1. RE - 4.8.4; 5.8.4. WP - 2.8.6. [WR - 6.8.3].**
3. Identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices. **HE - 1.8.3; 5.8.6. WP - 2.8.6. [WR - 6.8.3].**
4. Compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana. **[AR - 6.8.4]. ML - 4.8.1. [WR - 6.8.3].**
5. Explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world. **[WR - 6.8.3].**
6. Identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots). **[WR - 6.8.3].**

“implicit” overlaps in the standards. With “explicit” overlaps, a teacher will naturally cover both standards. With “implicit”

HE - Health Enhancement (black)
LT - Reading (blue)
WP - Workplace Competencies (yellow)
Grade 4, Benchmark 2

LM - Library Media (pink)
SC - Science (red)
WL - World Languages (lilac)

LT - Literature (blue)
SS - Social Studies (gold)
WR - Writing (blue)

Independent

on

litera- level- 1.8.1.	literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture. AR - [3.12.2]; 5.12.6. RE - 1.12.3; 4.12.5; 5.12.4. WP - 2.12.6. [WR - 6.12.3].
nflu-	3. Analyze the impact of ethnic, national and global influences on specific situations or events. LT - 5.12.1; 5.12.4. WP - 2.12.6. [WR - 6.12.3].
tribes 6.8.3].	4. Evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments). [AR - 6.12.4]. [WR - 6.12.3].
d ethnic groups	5. Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world. [WR - 6.12.3].
	6. Analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization). WP - 2.12.6. [WR - 6.12.3].

th “implicit” (in brackets ex: [RE - 1.4.2]) a teacher could easily teach both

blue)	MA - Math (green)
ies (gold)	SL - Speaking and Listening (blue)
blue)	